<http://ees8.wikispaces.com/>

Username: storcellini8

Password: eastford

Optical illusions:

People to test

-2 pre schoolers

-2kindergarteners

-2 1st graders

-2 2nd graders

-2 3rd graders

- 2 4th graders

-2 5th graders

-2 6th graders

-2 7th graders

- 2 8th graders

- high schooler

- 4 adults = Mr. Neal +Mrs. Salesses +mom+dad

illusions

|  |  |
| --- | --- |
| Green Dot | <http://creativebits.org/amazing_optical_illusions> |
| Dancing girl | <http://www.heraldsun.com.au/news/right-brain-v-left-brain/story-e6frf7jo-1111114603615> |
| Duck/ rabbit | <http://en.wikipedia.org/wiki/File:Duck-Rabbit_illusion.jpg> |
| Old/ young woman | <http://www.qualitytrading.com/illusions/girlwoman.html> |
| Man in coffee beans | <http://kids.niehs.nih.gov/illusion/illusions.htm> |
| Elephant | <http://kids.niehs.nih.gov/illusion/illusions4.htm> |
| Lady/ saxophone | <http://kids.niehs.nih.gov/illusion/illusions6.htm> |
| Liar/ face | <http://kids.niehs.nih.gov/illusion/illusions14.htm> |
| Lift | <http://kids.niehs.nih.gov/illusion/illusions15.htm> |
| Lady looking in mirror or a skull? | <http://www.unexpectedpages.com/files/optical/double-meaning/girl-or-skull.jpg> |
| Good or evil? | <http://www.officiallybored.net/userimages/image016.jpg> |

http://www.heraldsun.com.au/news/right-brain-v-left-brain/story-e6frf7jo-1111114603615

**THE Right Brain vs Left Brain test ... do you see the dancer turning clockwise or anti-clockwise?**

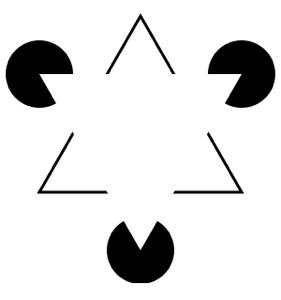
If clockwise, then you use more of the right side of the brain and vice versa.  
  
Most of us would see the dancer turning anti-clockwise though you can try to focus and change the direction; see if you can do it.  
  
**LEFT BRAIN FUNCTIONS**  
-uses logic  
-detail oriented  
-facts rule  
-words and language  
-present and past  
-math and science  
-can comprehend  
-knowing  
-acknowledges  
-order/pattern perception  
-knows object name  
-reality based  
-forms strategies  
-practical  
-safe  
  
**RIGHT BRAIN FUNCTIONS**  
-uses feeling  
-"big picture" oriented  
-imagination rules  
-symbols and images

-present and future  
-philosophy & religion  
-believes  
-appreciates  
-spatial perception  
-knows object function  
-fantasy based  
-presents possibilities  
-impetuous  
-risk taking

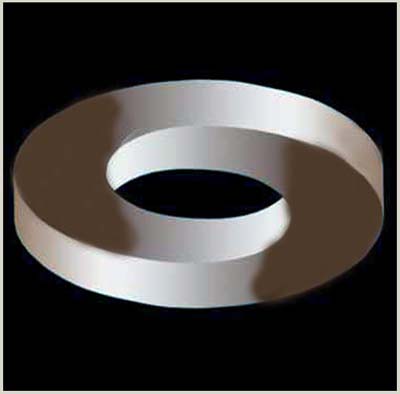
<http://oursciencepage.com/illusion-dice.jpg>



<http://3.bp.blogspot.com/_JmpkIMgnzIE/SjF3ERDSaHI/AAAAAAAAf3s/OwdbUg0lKbY/s400/20+Awesome+Optical+Illusions+12.jpg>



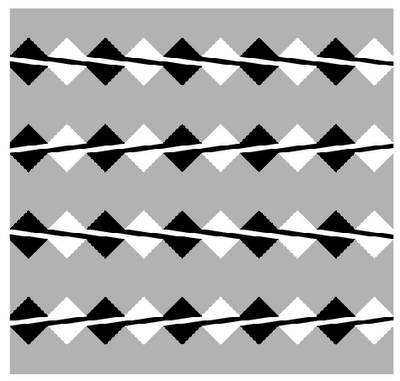
<http://www.topthreedaily.com/wp-content/uploads/2011/02/optical-illusion5.jpg>



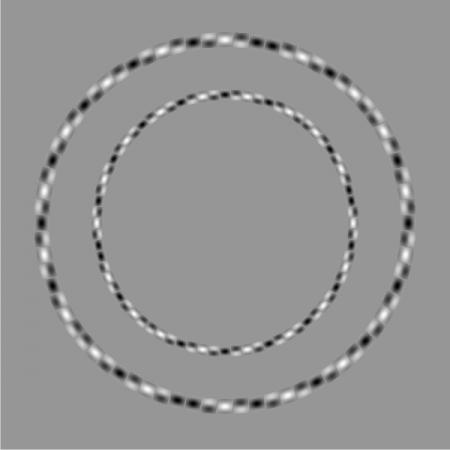
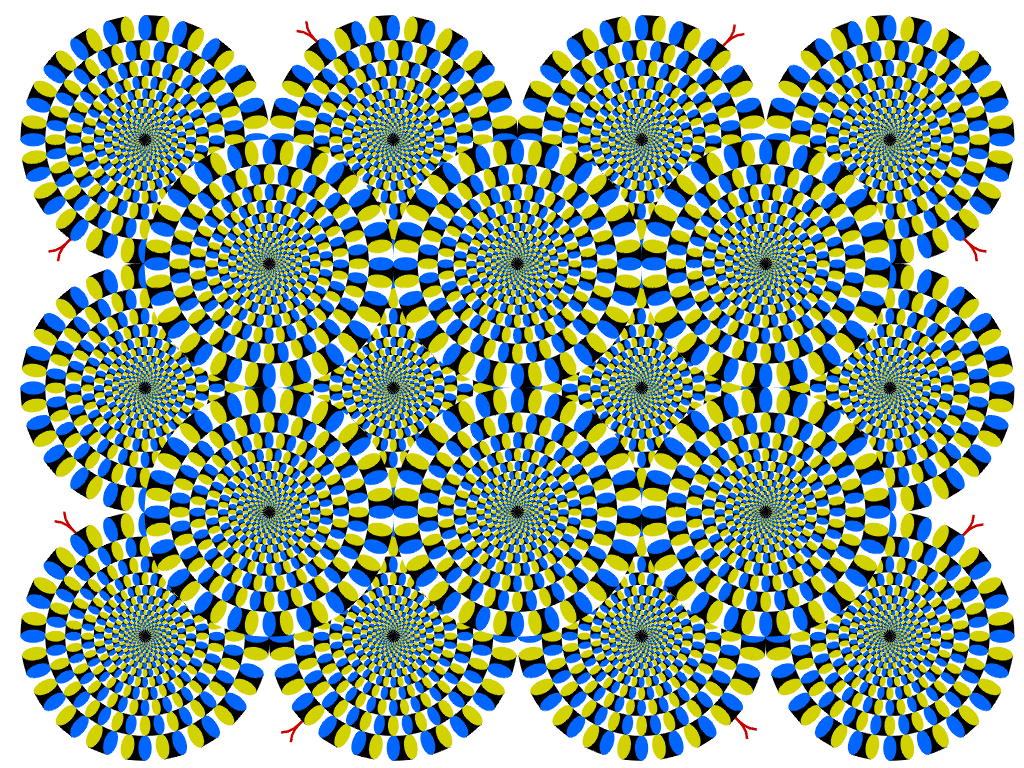
<http://olympianathletics.com/wp-content/uploads/2010/03/Old-Lady-Youn-Lady-Optical-Illusion.jpg>

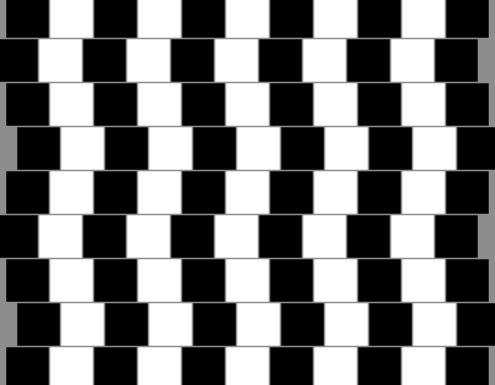


<http://www.squidoo.com/optical-illusion-images>

http://4.bp.blogspot.com/\_-ZezXI8AVYc/Sn5\_9\_7MVTI/AAAAAAAABhs/dm7hd0jMr2Y/s400/Fraser+Optical+illusion.gif







1. Choosing A Project:

TOPICS THAT INTEREST ME: CURRICULUM CONNECTION:

· Build a Rube Goldberg contraption-simple machines

· Make a guinea pig remember how to go through maze- biology, reactions

-optical illusions- biology, reactions

MY TESTABLE QUESTION:

· Build a Rube Goldberg contraption - do they actually work?

· Make a guinea pig remember how to go through maze-are they able to remember the way to the food if they go that direction every day?

-optical illusions- how do people react to them, what do they see?

INDEPENDENT VARIABLE:

· Build a Rube Goldberg contraption-each of the different sections of the contraption, like one singular slingshot.

· Make a guinea pig remember how to go through maze-

-optical illusions- different types of illusions

DEPENDENT VARIABLE:

· Build a Rube Goldberg contraption-

· Make a guinea pig remember how to go through maze- guinea pig

· optical illusions- how people react to them and what they see

2. Investigate the Information:

\_

NOTES/FACTS:

NOW THAT I'VE DONE SOME RESEARCH, I PREDICT THE ANSWER TO MY QUESTION WILL BE:

3. Plan A Procedure:

4. What I'll Need:

I have these: I need to locate these:

5. Keeping Track - Proposed Data Sheet

6. Analyze It All

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Here's a Graph:

The data shows that . . . .

Therefore, I conclude that . . . .

But was my work valid? . . .